Learning to "Read" Louisiana Buildings

Primary Subject Area: Social Studies

Grade Level: 4th / 8th

Overview: Students will analyze photographs of historic buildings, categorize them according to similar characteristics, and identify their various architectural styles

Approximate Duration: Three one-hour classes

Louisiana Framework
- Foundation Skills:
  Communication, Problem Solving, Resource Access and Utilization, Linking and Generating Knowledge
- Strands and Content Standards:

English/Language Arts

Standard One Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes

Standard Two Students write competently for a variety of purposes and audiences

Standard Three Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting

Standard Four Students demonstrate competence in speaking and listening as tools for learning and communicating

Standard Five Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge

Standard Six Students read, analyze, and respond to literature as a record of life experiences.

Standard Seven Students apply reasoning and problem solving skills to reading, writing, speaking, listening, viewing, and visually representing.

Social Studies

History: Time, Continuity, and Change Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world

Math

Measurement In problem-solving investigations, students demonstrate an understanding of the concepts, processes, and real-life applications of measurement.

Data analysis, Probability, and Discrete Math In problem-solving investigations, students discover trends, formulate conjectures regarding cause-and-effect relationships, and demonstrate critical thinking skills in order to make informed decisions

- Benchmarks:

English/Language Arts

ELA-1-E1 gaining meaning from print and building vocabulary using a full range of strategies (e.g., self-monitoring and correcting, searching, cross-checking), evidenced by reading behaviors while using the cuing systems (e.g, phonics, sentence structure, meaning);

ELA-1-E2 using the conventions of print (e.g., left-to-right directionality, top-to-bottom, one-to-one matching);

ELA-1-E3 adjusting speed of reading to suit the difficulty of materials and the purpose for reading;

ELA-1-E5 reading, comprehending, and responding to written, spoken, and visual texts in extended passages;

ELA-1-E6 interpreting texts to generate connections to real-life situations;

ELA-1-E7 reading with fluency for various purposes (e.g., enjoying, learning, problem solving).

ELA-2-E1 dictating or writing a composition that clearly states or implies a central idea with supporting details in a logical, sequential order;

ELA-2-E2 focusing on language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing compositions;

ELA-2-E3 creating written texts using the writing process;

ELA-2-E4 using narration, description, exposition, and persuasion to develop compositions (e.g., notes, stories, letters, poems, logs);

ELA-3-E1 writing legibly;

ELA-3-E2 demonstrating use of punctuation (e.g., comma, apostrophe, period, question mark, exclamation mark), capitalization, and abbreviations in final drafts of writing assignments;

ELA-3-E3 demonstrating standard English structure and usage;

ELA-3-E4 using knowledge of the parts of speech to make choices for writing;

ELA-3-E5 spelling accurately using strategies (e.g., letter-sound correspondence, hearing and recording sounds in sequence, spelling patterns, pronunciation) and resources (e.g., glossary, dictionary) when necessary.

ELA-4-E1 speaking intelligibly, using standard English pronunciation;

ELA-4-E2 giving and following directions/procedures;

ELA-4-E4 giving rehearsed and unrehearsed presentations;

ELA-4-E5 speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving);

ELA-4-E7 participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader).

ELA-5-E1 recognizing and using organizational features of printed text, other media, and electronic information (e.g., parts of a text, alphabetizing, captions, legends, pull-down menus, keyword searches, icons, passwords, entry menu features);

ELA-5-E2 locating and evaluating information sources (e.g., print materials, databases, CD-ROM references, Internet information, electronic reference works, community and government data, television and radio resources, audio and visual materials);

ELA-5-E3 locating, gathering, and selecting information using graphic organizers, simple outlining, note taking, and summarizing to produce texts and graphics;

ELA-5-E6 interpreting graphic organizers (e.g., charts/graphs, tables/schedules, diagrams/maps).

ELA-7-E1 using comprehension strategies (e.g., sequencing, predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas) in contexts;

ELA-7-E2 problem solving by using reasoning skills, life experiences, and available information;

ELA-7-E4 distinguishing fact from opinion, skimming and scanning for facts, determining cause and effect, generating inquiry, and making connections with real-life situations.

Social Studies

H-1A-E1 demonstrating an understanding of the concepts of time and chronology;

H-1A-E3 identifying and using primary and secondary historical sources to learn about the past;

H-1C-E1 describing the people, events, and ideas that were significant to the growth and development of our state and nation;

Math

M-1-E applying (measure or solve measurement problem) the concepts of length (inches, feet, yards, miles, millimeters, centimeters, decimeters, meters, kilometers), area, volume, capacity (cups, liquid pints and quarts, gallons, milliliters, liters), weight (ounces, pounds, tons, grams, kilograms), mass, time (seconds, minutes, hours, days, weeks, months, years), money, and temperature (Celsius and Fahrenheit) to real-world experiences;

D-1-E collecting, organizing, and describing data based on real-life situations;

D-2-E constructing, reading, and interpreting data in charts, graphs, tables, etc;

D-3-E formulating and solving problems that involve the use of data;

Technology Strategies
▪ Technology Guidelines

K-4 Gather information and communicate with others using telecommunications (e.g. email, video conference, internet) with support from teachers, family members, or peers.

K-4 Use technology resources to assist in problem-solving, self-directed le arning, and extending learning activities.

Interdisciplinary Connections: Math, English/Language Arts

Objectives:
The learner will:
1. Utilize higher level thinking skills to analyze and categorize photographs of historic buildings based on an observation of shared characteristics and correctly identify each group's architectural style.
2. Create a time line to demonstrate the chronological sequence of architectural styles in Louisiana.
3. Compare and contrast two architectural styles using a Venn Diagram graphic organizer and summarize their findings in a written paragraph.

Materials:
Learning to "Read" Louisiana Buildings overhead transparency
Sets of photographs of structures from the Louisiana National Register of Historic Places
Architectural Style handouts summarized from the Louisiana Historic Preservation Supplement
Historic Places Identification Key (for Teachers)

Styles of Louisiana Architecture: Hunting for Historical Buildings student handout
Evaluation Rubric

Technology Connection
- Hardware
- Software
- Web Sites:
  http://www2.cr.nps.gov/tps/character/index.htm
  http://www.crt.state.la.us/crt/ocd/hp/ocdhp.htm
- E-mail Addresses

Background Information: Students do not need any specific information about architectural styles prior to this activity. They will learn to "read" a building and then categorize various structures. The categories of architectural styles were taken from the Historic Preservation Supplement materials that are published by the Historic Preservation Office. This information is available in print and on-line. The information on the Architectural Styles handouts was adapted from this source, as well. All photographs were copied from the Louisiana National Register of Historic Places website.

Lesson Procedures:
1. Introduce the lesson by doing something catchy, like showing clothes from the 60's, photos of hairstyles, etc. Elicit from students that they can identify something from a different time period and style. Tell students that Louisiana has many buildings that are from different time periods and styles and that it is possible to figure out the styles by carefully examining the characteristics of the buildings.
2. Instruct students to draw a building on a piece of scratch paper.
3. Ask students what items are in most of their pictures. These are the attributes of a building. The attributes are the characteristics that make a building a building! For example, students may identify some of these attributes of a building: roof, door, windows, shape, building materials (bricks, wood, etc.), and "footprint" on the ground (such as rectangular, square, L-shaped). A building may also have a balcony, porch, or steps. Record student responses to generate a checklist of attributes.
4. Use a web converter/TV to display the National Park Service website "The Walk Through: Identifying the Visual Character of Historic Buildings" http://www2.cr.nps.gov/tps/character/index.htm Exploring this site will enhance your class attribute list and make students aware of characteristics to notice when "reading" a building. Step 1 and Step 2 of the "walk through" will be helpful in this activity because they demonstrate an exploration of a building's exterior. Be sure to click on the side bar menu to see photographs demonstrating the concepts of shape, roof and roof features, openings, projections & recesses, exterior materials, trim & secondary features, and setting. Step 3 explores a building's interior.
5. Practice "reading" a building by viewing the *Learning to "Read" Louisiana Buildings* transparency of four Louisiana structures on the overhead projector. Use a blank transparency as an overlay and outline the attributes of the buildings as the students discuss them. Ask students to identify characteristics of the buildings and then find the two that have similar attributes. Work as a class and have students "rea
looking at doors, windows, roof shapes, etc. Number 1 and Number 4 are examples of

French Creole Cottages. Students will notice the central chimney, two front doors, and full gallery (porch.) Number 2 is Queen Anne Revival and Number 3 is Italianate. However, it is not necessary to tell the students the names of the styles at this time.

6. Tell students that all of the photographs that they will examine in the next activity are actual places in Louisiana that they can visit or locate on the Internet at the Louisiana Register of Historic Places website. Display the printouts of the twelve architectural styles on a bulletin board or somewhere that students can have easy access to them.

7. Divide the students into groups. Explain that they are going to work together to categorize pictures of Louisiana buildings that are alike and discover their architectural styles. Give each group a set of pictures and a *Learning to "Read" Louisiana Buildings* handout. Students will be unaware that each set contains pictures of three different styles of houses.

> Set I: Eastlake, Dogtrot, Colonial Revival
> Set 2: Greek Revival, French Creole Urban Townhouse, Queen Anne Revival
> Set 3: French Creole Raised and Galleried Plantation, Italianate, Gothic Revival
> Set 4: French Creole Cottage, Shotgun House, Spanish Colonial

8. Encourage students to analyze the photographs by "reading" the doors, windows, roof, shape, and other attributes of the buildings. Each group should categorize their pictures by similar characteristics. Students will record clues that they see and their categories on the *Learning to "Read" Louisiana Buildings* handout.

9. After groups have classified the photographs in a set, allow them to peruse the 12 Louisiana Architectural styles to determine the names to the groups they have created. , Students should use this information to verify their classifications before trying another group of buildings.

10. Students will trade sets of photographs and repeat the activity until each group has seen all sets of photographs.

11. Each group will present their last set of photographs to the whole class, telling the names and characteristics of the architectural styles that they found and the clues they used to classify the photos.

12. Students may comment that some styles resemble others or that some are called "revival" styles. Explain that "revival" means "to bring again into use or notice." Point out that some old houses were modified to include the "latest" styles. For example, Eastlake gingerbread details may have been added to an older house to make it more "up to date" and fashionable. Students may research their architectural styles more fully by accessing the Historic Preservation Supplement website at http://www.crt.state.la.us/crt/ocd/hp/ocdhp.htm or the teacher could provide handouts of this background information.

13. Create a time line showing the years when different architectural styles were popular in Louisiana. Point out that Louisiana was not quick to adopt new styles, so sometimes other parts of the nation had new styles before we did. This still happens with today's styles! Group members will work together to place their three architectural styles correctly on the time line. One picture of each style may be glued to the time line or students may draw their own pictures. Add pictures of period clothing and modes of transportation to the time line to give students a better understanding of what life in Louisiana was like during each time period. Add important dates from Louisiana and U.S. history.

14. Students will notice that some of the styles are very similar, such as French Creole Cottages and Raised and Galleried Plantations. Students may work independently to compare and contrast any two architectural styles by creating a Venn Diagram. Students

will write a paragraph and present their comparisons to their small group. The finished paragraphs and diagrams may be posted on the classroom bulletin board.

15. Hand out student copies of the *Styles of Louisiana Architecture: Hunting for Historical Buildings* booklet. Introduce the scavenger hunt assignment by reading the directions with the students. Students will work independently or in their groups to fill in the characteristics of each kind of architecture. As students find examples of additional architectural styles in their communities, they will record this information in the booklet. This would be a fun family or field trip assignment!

Reproducible Materials:
1. *Learning to "Read" Louisiana Buildings* overhead transparency
2. Five sets of photographs of structures from the Louisiana National Register of Historic Places and student handout
3. Architectural Style handouts summarized from the Louisiana Historic Preservation Supplement
4. *Styles of Louisiana Architecture: Hunting for Historical Buildings* booklet

Assessment Procedures:
1. Evaluation Rubric
2. Teacher Observation

Exploration and Extension:
1. Look at pictures of modern day houses in our state and determine what architectural styles they resemble.
2. Create a new kind of house that embodies elements of Louisiana History such as our French, Spanish, Creole, Native American, English, German, or other heritage. Draw a picture or build a model to show your new creation.
3. Research different architectural styles to determine their origin and learn more about them.

Resources

Contact Information: Debbie Buco   bucod@apsb.org